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Programme 100.†

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(September to December, 1924.
(January to March, 1925, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

MOTTO: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM II. (A and B).

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*, by Dr. Paterson Smyth: (a) *Prophets and Kings*, pp. 50-67; new edition, pp. 98-125 (omit questions), (P.N.E.U. Office, 2/-). (b) *St. Matthew's Gospel*, lessons i.-vii., inclusive (P.N.E.U. Office, 2/-). [Suitable parts from *I. Kings* xvi., v. 29, -xix., xxi., xxii., *II. Kings*, ii., iv., v., xiv., and *Jonah*, and from *St. Matthew* i.-ix., v. 35, inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use S.P.C.K. *Bible Atlas* (1/-).

A & B Sunday Reading (optional): (a) *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). (b) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Book of the Long Trail*, by Sir Henry Newbolt (Longmans, 2/6), pp. 118-171, omit questions and notes. (e) *Fan of the Windmill*, by Mrs. Ewing (Bell, 4/-).

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 100th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1924). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Writing.

- A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.); practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *As You Like It*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and citizenship. Words not known to be visualised (see *Home Education*, pp. 240-243).

Composition (written or oral. Narration daily after each lesson).

- A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers. Write, in prose or verse, on "The Thames."
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
Take the P.U.S.A. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

English Grammar.

- Parse and point out Subjects, Verbs, Objects, every week, making progress each term.
A Meiklejohn's *Short English Grammar** (2/-), pp. 79-106, (for analysis see pp. 141-167), or, *The Parts of Speech and their Uses**, by H. W. Household (Macmillan, 1/9), pp. 85-105.
B *Short English Grammar**, pp. 1-9, teacher adding exercises, or, *The Parts of Speech**, pp. 27-39.

English History.

- A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), (1714-1780), pp. 600-671.
Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

French History.

- A *A First History of France**, by L. Creighton (Longmans, 5/-), pp. 218-230, to be contemporary with English History.
B *Stories from French History**, by E. C. Price (Harrap, 5/-), pp. 219-234 (or work with 11. A),
or, A & B *The Story of France**, by Mary Macgregor (Jack, 10/6), (1714-1780).

General History.

- A *The British Museum for Children**, by Frances Epps (P.N.E.U. Office, 3/3), chapter 6. Teacher study preface.
*The Ancient World**, by A. Malet (Hodder & Stoughton, 3/6), pp. 1-30.

Keep a Book of Centuries (P.N.E.U. Office, 2/3, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

- A North's *Plutarch's Lives: Pompey** (Blackie, 1/-), pp. 1-64. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 120-161.
B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 1-61.

Geography.

- A & B In all cases map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. (1) *The Ambleside Geography Books*, Book III.: *The Counties of England* (P.N.E.U. Office, 4/-), pp. 180-212. (2) *Round the Empire*, by Sir George Parkin (Cassell, 3/-), pp. 122-151 [H.B. Friday, 9-50—10-20]. (3) *Our Sea Power**, by H. W. Household (Macmillan, 2/-), pp. 24-51, or Hakluyt's *English Voyages** (Marshall, 3/-), pp. 145-190. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6), see maps, Part I., Nos. 18, 20, 21, 22, 25, 31, Part II., Nos. 5-16. Ten minutes' exercise on the map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-); *The Clarendon Geography* (Oxford Press, 4/-), Vol. 1, Part 2; see also tests under "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

Natural History, etc.

- A *Life and Her Children**, by Arabella Buckley (Macmillan, 6/-), pp. 269-301.
B *Life and Her Children**, pp. 66-102.
A & B *The Sciences**, by E. S. Holden (Ginn & Co., 4/-), pp. 34-71 (children should make the experiments where possible), or, (A), *An Introduction to Elementary Botany*, by C. L. Laurie (Allman, 1/6), chapters 10-14, inclusive. Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special out-door studies for August to December with drawings and notes, e.g., of seed dispersal. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used. Tests under Scouting and Guiding, or "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

Picture Study.

- A & B Reproductions* of six pictures by Millais (P.N.E.U. Office, 2/-). Teacher see notes in the September *Parents' Review*, 1924.

Arithmetic.

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 2/6), pp. 97-115. Revise Tables.

B *A New Junior Arithmetic*,* pp. 34-52, or, continue. Much care with tables and rapid oral work. For teachers occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A).

Beginners may work from *Practical Geometry*, by H. Hall and F. Stevens (Macmillan, 2/-), taking examples from pp. 1-78.

A *A School Geometry*,* Part I., by H. Hall and F. Stevens (Macmillan, 1/6), pp. 28, 30-33, 74, 76; or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 10, 26-31. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

A Scott and Jones' *First Latin Course** (Blackie, 2/6), pp. 1-21; continuous passages to be followed by narration. or, *Young Beginners' First Latin Book** (Murray, 2/6), pp. 11, 12, 13, 28-31; with corresponding exercises, questions, and vocabularies.

French.

Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-): teacher study Preface and read Lesson aloud, translating with the children's help; children afterwards narrate in French. (A), Lessons 23-26, (B), 4-6, inclusive, with grammar and exercises; or, better, *Cours de Français, Méthode Orale*,* Book 2, by F. Thémoin (Hachette, 2/6), (A), pp. 63-72; (B), 26-37. Optional, for narration, *Le Petit Bouhomme* (Blackie, 6d.).

A & B *French Songs*, by Violet Partington (Dent, 1/-). Teacher will find useful, (A), *Frimousset*, by Jaboune & Pinchon (Evans, 2/6), or, (B), *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Studies of objects in the house, following method in, but not copying, *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3). Design Christmas calendars with beautiful lettering.

Six (a) wild fruits, (b) studies of animals, that you have been able to watch, in brushdrawing. Original brushdrawings from scenes in books set for reading.

Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil must not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *I. Kings*, xix., and *St. Matthew's Gospel*, viii. (b) Psalm 96, (c) a Christmas carol, (d) one of Wesley's hymns, (e) a scene from Shakespeare's *As You Like It*, or, two poems from *Lyra Heroica* (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualised every day.

Shakespeare's *As You Like It** (Blackie; Plaintext Edition, 6d.).

A Scott's *Rob Roy** (Nelson, 1/6). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 97-127.

B *The Heroes of Asgard** (Macmillan, 4/6), pp. 59-108. *With Clive in India**, by G. A. Henty (Blackie, 3/6).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Musical Appreciation.

Programme of Music (Dvorák) to be heard: see *Parents' Review*, September, 1924.

Singing. (See Programme of Music, September P.R.)

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-); learn two Christmas carols. Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 13-16, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 24-27 (Curwen, 2/6).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). Music for use in Mrs. Wordsworth's *Classes* (P.N.E.U. Office, 3/6), may be used. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil J. Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-) : make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) Make Christmas presents. Boys make toys (Weldon's No. 49, 6d.). Girls dress a doll (Weldon's, No. 17, 6d.). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help in an entertainment for the "Save the Children Fund," address: 24 Langham Street, London, W.1. Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/6). See also tests under Scouting and Guiding, or "P.U.S. Scouting."

N.B. 1.—In home schoolrooms where there are children in A as well as in B both forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (ages, say, 10—12).

N.B. 2.—Each child should have a copy of all books, etc. marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6)

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/- cotton, 2/9 silk). Boys' School Belts (2/-). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 7.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, P.U.S.

All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

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Examination 100.

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The Parents' Union School.

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MOTTO: "I am, I can, I ought, I will."

FORM II., (A & B).

PUPILS' NAMES

Bible Lessons.

- I. A & B 1. Give an account of the parting of Elijah and Elisha.
2. Tell the story of Elisha and the Shunammite woman.
A 3. Describe the vision of God that came to Elijah on Mount Horeb.
- II. A & B 1. What do you know of John the Baptist? How did he live? What did he say to the crowds who came to him?
2. "Then was Jesus led up . . . to be tempted of the devil." Describe two of the temptations.
A 3. Mention some of the laws of the Kingdom of Heaven. What does our Lord teach about (a), the beam and the mote, (b), being anxious, (c), prayer?

Writing. (Writing is also considered separately in each written answer).

A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each written answer).

As You Like It.

II B Act II., Scene 7, "Blow, blow . . . rude."

II A Act II., Scene 1, "Sweet . . . thing."

Composition. (Composition is also considered separately in the written answers).

1. A short story in prose or verse about one of the following,—Suttung and the Dwarfs, Cadmus, leaves in autumn, Alexander Wollaston, Clive (II. B, only), Bailie Nicol Jarvie, Touchstone.
2. Describe a scene from *As You Like It*, or, from *Rob Roy*.

English Grammar.

- A. 1. Analyse, parsing the words in italics,—
"And the whale it *whisked*, the porpoise rolled,
And the dolphins bared *their* backs of *gold*,
And *never* was heard such an outcry *wild*
As welcomed to life the ocean-child!"
2. Give six examples, each, in sentences of (a) compound nouns, (b) compound verbs, (c) compound adverbs, or, (a) adjectival clauses, (b) adverbial clauses.
- B. 1. Parse each word in lines 2 and 3 above.

2. Use the following words in sentences and say what part of speech each is,—(a), himself, below, from, behind (two ways), but; or, (b), box, hold, fear, ring, look (two uses of each).

English History.

- A & B 1. What do you know about the following,—(a), the "South Sea Bubble," (b), "the Young Pretender" and his friends, (c), the loss of Minorca?
2. Give an account of General Wolfe and his victory at Quebec.
A 3. Write a short account of Lord Clive and show how much we owe to-day to his wise statesmanship.

French History.

- A 1. Give some account of the Government of France under the Regent and Dubois.
2. What do you know of (a), The Seven Years' War, (b), The Treaty of Paris?
or, B. 1. Describe how Turgot laid his plans for helping France before Louis XVI.

General History.

- A 1. Why did the Egyptians worship the Nile as a God?
2. What do you know of the scribes of Ancient Egypt?
3. Describe the contents of two of the cases in the Gold Room at the British Museum.

Citizenship.

- A 1. Pompey "was for many occasions beloved." Describe two of these and say what you know of his personal appearance.
2. What are taxes? How are direct taxes collected? In what ways does everyone pay indirect taxes?
B 1. Tell the story of Horatius.

Geography

- A 1. Describe, with a rough sketch map, the north bank of the Thames.
2. "The contrast between Australia and Canada is very great." Explain this. Describe (a) the sheep-runs of New South Wales, (b), "Broken Hill."
3. Show how the desire for spices led to many a dangerous voyage of discovery.
or, 3. Give, as far as you can, the report of Virginia made by Thomas Heriot.
B 1. What counties border Berkshire? Describe (a) the Vale of the White Horse, (b), Windsor Castle.
2. Tell what you know about Tasmania.
3. Give an account (a), of Prince Henry the Navigator, or, (b), of Master Thomas Candish at Java.

Natural History.

- A 1. Describe the weapons with which an ant is provided and say to what use they are put.
2. What is to be said about (a), the distance, climate, and "canals" of the planet Mars? (b), Zodiacal Light, (c), Nebulae?
A & B. 3. Describe, with drawings if possible, three ways in which plants scatter their seeds.

- B 1. What do you know of (a), the coral insect, (b), the common star-fish? How does a star-fish walk?
2. Explain why the moon looks sometimes like a ball of light and sometimes is only sickle-shaped.

Picture Study.

- A & B. Describe Millais' "Christ in the carpenter's shop."

Arithmetic.

- A 1. If 297 motors pass me on a road and $\frac{3}{11}$ of them are Ford cars, how many of them are of other kinds?
2. Simplify $15\frac{1}{7} - (\frac{1}{8} - \frac{1}{28})$ and $\frac{2}{3} (\frac{3}{8} + \frac{7}{12}) - \frac{1}{5} \div \frac{3}{16}$.
3. A man left his widow $\frac{7}{8}$ of his money and divided the rest equally among his three sons. Each son received £320. What did the widow receive?
B 1. If a cart carries a load of 1 ton, 8 cwts. of bricks, how much will 27 carts carry which are only half full?
2. How long would it take to go a journey of 235 km. 500 m. at a kilometre a minute?
3. A packing-case is $2\frac{1}{2}$ ft. long, $1\frac{1}{2}$ ft. deep and 2 ft. wide. How many cubic inches will it hold? How many cubic feet?

Geometry.

- A 1. At a given point O, on the straight line AB, make an angle POB, equal to a given angle CDF (proof).
2. If one side of a triangle is greater than another, then the angle opposite to the greater side is greater than the angle opposite to the less,

or, Algebra.

1. Find the sum of $5a - 7b + c$ and $3b - 3a$, and subtract the result from $c - 4b$. What is the value of the answer when $a = 5$, $b = 3$, $c = 15$?
2. A bookshelf has x shelves, each holding y books, and s shelves each holding n books. Express algebraically the total number of books. What is the numerical equivalent when $x = 12$, $y = 18$, $s = 9$, and $n = 24$?

Latin

- A 1. Translate into Latin § 4 A, page 68, 1-6 (Scott), or, page 98, § A 1-8 (Smith).
2. Answer, in Latin, questions 7-14, page 7 § 11, (Scott), or, translate into Latin page 108 § A, 1-6 (Smith).
3. Construe each word, page 13 § 22, sentences 1, 3, 5, 7, (Scott), or, give the comparative and superlative of *altus*, *felix*, *liber*, *facilis*, *bonus*.

French.

- A 1. Tell, in French, the story of *Le Crapaud* (Siepmann, p. 99), or, describe "*Une journée au bord de la mer*."
2. Ask and answer, in French, six questions about "*La Vanituse*" (Siepmann, p. 24), or, about *Le Voyage* (Thémoin) using verbs in the Conditional and Future Tenses.
B 1. Say what you can in French about *M. Dubois, Georges, Henri* and *Marguerite*, on p. 19 (Siepmann), or, about "*Maman achète une ombrelle*."

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2. Ask 6 questions in French, using each person of the present tense of *avoir*.

Drawing.

1. An original illustration about "A North-west Passage," or, from *As You Like It*.
2. Some wild fruits from nature.

Musical Appreciation.

What works of Dvorák have you heard this term? Tell what you can about one of them.

Recitations.

Father to choose a hymn, a poem, or, a scene from *As You Like It*, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

- N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, with no other enclosure.
- 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.
 - 3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, (c) the name of the *member* does not appear, or (d) the totals of parents' marks are not given.
 - 4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string and should be packed flat.
 - 5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.